

United States Department of the Interior  
National Park Service

# National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. **Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).**

## 1. Name of Property

historic name Longfellow Elementary School  
other names/site number Longfellow Building & Annex, Longfellow School

## 2. Location

street & number 3715 Oakes Ave. ☐ not for publication  
city or town Everett ☐ vicinity  
state Washington code WA county Snohomish code 061 zip code 98201

## 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X nomination    request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets    does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

   national    statewide X local

Applicable National Register Criteria

X A    B X C    D

Signature of certifying official/Title \_\_\_\_\_ Date \_\_\_\_\_

WASHINGTON STATE SHPO

State or Federal agency/bureau or Tribal Government

In my opinion, the property    meets    does not meet the National Register criteria.

Signature of commenting official \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_ State or Federal agency/bureau or Tribal Government

## 4. National Park Service Certification

I hereby certify that this property is:

   entered in the National Register    determined eligible for the National Register

   determined not eligible for the National Register    removed from the National Register

   other (explain:) \_\_\_\_\_

Signature of the Keeper \_\_\_\_\_ Date of Action \_\_\_\_\_

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## 5. Classification

### Ownership of Property

(Check as many boxes as apply.)

<input type="checkbox"/>	private
<input checked="" type="checkbox"/>	public - Local
<input type="checkbox"/>	public - State
<input type="checkbox"/>	public - Federal

### Category of Property

(Check only **one** box.)

<input checked="" type="checkbox"/>	building(s)
<input type="checkbox"/>	district
<input type="checkbox"/>	site
<input type="checkbox"/>	structure
<input type="checkbox"/>	object

### Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
2	0	buildings
		district
		site
		structure
		object
2	0	<b>Total</b>

### Name of related multiple property listing

(Enter "N/A" if property is not part of a multiple property listing)

N/A

### Number of contributing resources previously listed in the National Register

None

## 6. Function or Use

### Historic Functions

(Enter categories from instructions.)

EDUCATION/school

### Current Functions

(Enter categories from instructions.)

VACANT/NOT IN USE

## 7. Description

### Architectural Classification

(Enter categories from instructions.)

LATE 19<sup>TH</sup> & 20<sup>TH</sup> CENTURY REVIVAL:

Classical Revival

### Materials

(Enter categories from instructions.)

foundation: CONCRETE

walls: CONCRETE

STEEL

roof: ASPHALT

other: STUCCO

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### **Narrative Description**

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

### **Summary Paragraph**

The Longfellow Elementary School is an excellent example of an early twentieth century schoolhouse, built in 1911 in a subdued Classical Revival style. It retains most of its integrity. It is located at 3715 Oakes Avenue at the end of a dead-end street, on the southwest corner of one city block of 0.95-ha (2.35-acre). The school is a 25,171-square-foot building with an approximately 8,500-square-foot footprint. The building is at grade with its primary façade facing west to Oakes Avenue, a north-south, dead end residential street. The Longfellow Elementary Annex, which contained a cafeteria /gymnasium, was added to the north side of the property in 1957. The Annex is a single-story detached building with a 7,029-square-foot footprint. Modest single-family homes are west and north of the property; the east side of the building is now school bus parking. Memorial Stadium, built in 1947, and a minor league baseball stadium lie to the south. There has been little change to the setting since 1957. (Steinkraus 2017).

### **Site Description**

The Longfellow School property was purchased by the Everett School District for \$4,100 in 1902 (Snohomish County Auditor 1902). The buildings are located on land bounded by Oakes Avenue on the west, Lombard Avenue on the east, 37th Street on the north, and 38th Street on the south. The site is steeply sloped to the east allowing for a daylight basement in the main school structure. The Annex was built at the lower grade, and due to the slope is largely hidden from Oakes Avenue. Landscaping on the site is minimal, mainly grass with a few small ornamental trees. Modern HVAC equipment at the southwest corner of the school building is partially visible above ground on Oakes Avenue. The rear or east side of the property has been enclosed with a chain link fence. Originally serving as the playground for the school, the entire site has been paved in asphalt and is now used for bus storage. Residential city blocks are located to the west and north of the building. The School District's athletic building and Memorial Stadium are located approximately 60 feet to the south, disrupting the grid system of the city blocks and creating a dead end on Oakes Avenue just southwest of the building (Steinkraus 2017).

### **Longfellow School Building**

#### **EXTERIOR:**

The Longfellow School is a two-story, detached single building with a shallow "U"-shaped or modified rectangular plan that includes a full daylight basement. It is built on a poured concrete foundation and originally had twelve classrooms. It is set back approximately 40 feet from the sidewalk. It is only the second steel-and-concrete school to be built in Washington State, at a time when most were unreinforced masonry (Everett Daily Herald December 30, 1911). Exterior materials and workmanship are largely original, though the windows on the north and south facades have been covered over. The school was converted to administrative use in 1971, but the general layout of four large classrooms per floor is still visible. Although the property was largely vacated in 2013, its historic use as a school is readily apparent (Steinkraus 2017).

The principal façade has symmetrically placed windows, a smooth stucco/cement buff colored finish, and a pronounced yet subdued three-part entablature with a decorative cornice. The frieze is decorated with vertical banding. The building has a flat roof with a plain parapet visible above the cornice. The original cornice had simple, single-scrolled brackets placed in pairs or alone at regular intervals along the frieze. Only their

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connection points are still readily visible on the building façade. The building has a pier and spandrel design, which gives the impression of a series of engaged columns, particularly along the western façade (Steinkraus 2017).

A short flight of concrete stairs leads to the main entryway located in the center of the primary façade. The entryway is a one-story, three-bayed porch with flat arches and rounded interior corners. The original building had a first-floor stairway with railings that were replaced with a larger ramp/stairs combination in the 1970s to comply with building codes. The design of this newer ramp and stairs is harmonious in terms of scale, materials, and finishes and does not detract from the building's integrity or original façade. The ramp itself is not attached to the building. The entranceway consists of non-original, double metal rectangular doors within the original doorway opening, which is surrounded by the original wood-framed rectangular transom (original glass) and sidelights (Steinkraus 2017).

With the exception of the removal of the brackets along the frieze, replacement of the original stairway with the ramp/stairs combination, and the replacement of the original doors within the original openings, the primary façade looks much the same as it did in 1912 when the school was opened (Steinkraus 2017).

All but two of the existing windows in the school are the original, wood-frame, double-hung 4/2 sash windows. The original west-side windows into the daylight basement are 2/2. Two of the original wood-framed windows in the northern portion of the basement have been replaced with vinyl on the primary façade. The replacements are plain, 1/1 double-hung windows with vinyl frames (Steinkraus 2017).

On the north and south walls, all but one bank of the original windows on each side of the building have been filled and covered with stucco. One bank of windows on the east façade of the building has also been filled. On the interior of these filled windows, vertical wooden planking was added along the walls in the 1970s. The exterior locations of the original windows are now covered with smooth stucco, flush with the original exterior wall surface. The original windows were inset from the exterior wall surface by several inches. Plans for building renovation in the 1970s specified "close window openings, cedar panel wall." There is no mention of removing the windows. The original windows may still be present within the walls of the building and merely covered over on the interior and exterior (Steinkraus 2017).

Two additional exterior staircases are located on the north and south ends of the building. Both consist of one stairway with a solid railing starting at the ground level on the eastern side of the building mounting up to the basement. These staircases are located beneath another staircase with a solid railing starting from the western side of the building (a higher grade than the eastern side) and mounting up to the first floor. The eastern façade also includes a centrally located outside single chimney, which is attached to the boiler room in the basement (Steinkraus 2017).

#### INTERIOR:

While some changes to the interior of the school have occurred, it retains many of its original detailing, finishes, circulation and floorplan. Many of the changes noted in 1956 plans do not appear to have been made (such as closing off the porch of the main entrance for use as a nurse's office or the repositioning of several of the stairways). During the 1970s, the original large classroom areas were partitioned into smaller office spaces using standard drywall construction, and drop ceilings and carpet were installed. The windows on the north and south exterior walls were also covered at that time. Portions of the original chair rail and crown molding are present throughout the building. Single three-to-five panel doors are located throughout the building, some with original or early hardware. There are also a number of 1970s-era doors and hardware, especially in those areas with 1970s-era constructed drywall offices (Steinkraus 2017).

Doors and windows are trimmed simply, with flat, 2–4-inch-wide wooden trim boards. The original external windows have a piece of scrolled trim underneath each window. There are six interior stairways, all

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constructed of concrete, with simple curved reliefs and corners creating a decorative effect. All stairs are equipped with sturdy wooden handrails, most with simple decorative ends. All of these are two-run, dog-leg style staircases, four of which are located symmetrically on either side of the main entryway, creating the feel of a restrained grand staircase (Steinkraus 2017).

The first updates and changes made to the building began in 1956-57 during construction of the Annex. However, most changes seem to have been made in the 1970s when the building was converted into offices (Chuck Booth, personal communication 2016). Despite the partitioning of the building into office spaces, the original floor plan (four large school rooms per floor) is still easily discernible, and the majority of the hallways remain unchanged (Steinkraus 2017).

Overall, the building is very well designed and executed. All elements are utilitarian and intended for the hard use of a school while still retaining a decorative and restrained grand feeling, using primarily simple curves and windows (Steinkraus 2017).

### **Longfellow Annex**

The Longfellow Annex was completed in 1957 and is located on the northwest corner of the city block, approximately 17 feet north of the Longfellow Building. It is constructed of masonry block and precast concrete panels with a poured concrete foundation and is partially hidden by the slope of the site (Steinkraus 2017).

The principal façade faces east toward the bus parking lot/ former playground. The Annex has multiple rooflines. The primary roof is a low sloping gable oriented to the north and south. Adjacent to Oakes Avenue to the west, a flat roof is hidden by a plain parapet. To the east, a shed-style roof is below the gable roof, half of which creates a covered outdoor area. Below the low gable and the shed-style roof is a bank of clerestory windows facing east. The verges of the roofline are plain and projecting. The eaves are projecting with exposed rafters (McKee 1970; OAHF 1977, Steinkraus 2017).

The Annex has five doors: the main entryway of metal double doors, three single metal doors and a metal loading-bay door. The main door has a flat structural shape with a plain trim surround, and is located on the east side of the building in the center of the main façade. It is, however, built into a short wall that faces south into the open area created by the overhanging roof (McKee 1970; OAHF 1977). Windows are rectangular, double-hung 1/1 sash windows with textured or architectural glass in the bottom half and security glass with a diamond wire pattern on the top half. The windows are framed with plain wood trim (McKee 1970; OAHF 1977). One or two windows may have had the textured glass panels replaced, but it is almost undetectable aside from variances in the pattern of the texture (Steinkraus 2017).

The Annex originally had four rooms, not including restrooms. These included a kitchen, lunchroom, raised stage with a partition that opened into the lunchroom, and a gym. These larger rooms have now been partitioned into office spaces (Steinkraus 2017).

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## 8. Statement of Significance

### Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- ☒ A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ B Property is associated with the lives of persons significant in our past.
- ☒ C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ D Property has yielded, or is likely to yield, information important in prehistory or history.

### Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- ☐ A Owned by a religious institution or used for religious purposes.
- ☐ B removed from its original location.
- ☐ C a birthplace or grave.
- ☐ D a cemetery.
- ☐ E a reconstructed building, object, or structure.
- ☐ F a commemorative property.
- ☐ G less than 50 years old or achieving significance within the past 50 years.

### Areas of Significance

(Enter categories from instructions.)

EDUCATION

ARCHITECTURE

### Period of Significance

1911-1971

### Significant Dates

1911: School completed

1957: Annex built

1971: Converted to administrative use

### Significant Person

(Complete only if Criterion B is marked above.)

### Cultural Affiliation

### Architect/Builder

Hastings, Wesley W. (Architect)

McAdam, Robert B. (Builder)

Botesch & Brown (Architect for remodel & annex)

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### **Narrative Statement of Significance**

(Provide at least **one** paragraph for each area of significance.)

Longfellow Elementary School in Everett, Washington is historically significant under Criteria A for its direct contribution to the broad patterns of educational development in the city. The school represents a rare surviving example of an educational facility from Everett's boom time in the early years of the 20<sup>th</sup> century. At the time it was built in 1911, the town had just grown from undeveloped wilderness to a city of 25,000 in less than 20 years. This rapid expansion was facilitated by a booming wood products industry, which pushed the various municipal services in the community to their limits. The population growth spurred construction of over a dozen new schools by the Everett School District between 1900 and 1915. Only three from this time period remain today, including Longfellow. Further enrollment growth and changing educational needs led to a remodel of the school in the mid-1950s and the construction of the Annex.

The Longfellow School is also historically significant under Criteria C as a building that embodies the distinctive characteristics of its type, an early twentieth-century school, and represents the work of local master architect Wesley W. Hastings. Designed in the Classical Revival style, it features a smooth stucco/cement finish, symmetrically placed windows, and a decorative, classically inspired cornice. Reportedly Longfellow School was only the second school in Washington State to use an innovative, fire-resistant, steel and concrete design (Everett Daily Herald December 30, 1911).

The period of significance begins in 1911, the year the school was completed, and ends in 1971, the year the school and annex were converted to administrative use.

### **History of Everett**

While the first permanent Euro-American settlers arrived in the future city of Everett in the early 1860s, the arrival of Tacoma lumberman and land speculator Henry Hewitt Jr. in the spring of 1890 changed the fate of the then-fledgling settlement. At that time, connection to Snohomish County via the Seattle and Montana Railway was close at hand. When railroad magnate James J. Hill announced that his Great Northern Railway would come over the Cascades to Puget Sound, many people thought that meant the railroad would come to the peninsula at the mouth of the Snohomish River where Everett stands today. Hewitt arrived with \$400,000 of his own money, dreaming of establishing a great industrial city on the site. (Oakley 2005).

Hewitt learned that one of John D. Rockefeller's associates, Charles L. Colby, president of the American Steel Barge Company, was looking for a site for his business. He convinced Colby that the peninsula, with its river and bay access, offered the perfect location for his manufacturing plant and other industrial concerns. Impressed, Colby enlisted the support of friends and relatives. Hewitt then approached several other early settlers and land holders and enticed them to join him. They transferred half of their holdings, nearly 800 acres, to their syndicate backed with the East Coast money of Rockefeller, Colby, and Colgate Hoyt (a director of the Great Northern Railroad) (Oakley 2005, Riddle 2006).

In November 1890, the group officially incorporated as the Everett Land Company with Hewitt as president. By the spring of 1891, the peninsula was humming as land was cleared for a nail factory, the barge works, a paper mill, and smelter. Five hundred men graded, surveyed, and platted the townsite. Hewitt Avenue, one and half miles long and 100 feet wide, was cut from the bay side to riverside. The townsite of stumps became Everett, named after the son of Charles Colby (Oakley 2005, Riddle 2006).

Over the months, the city of Everett saw astonishing growth. The streets were choked with mud, and its sidewalks were wooden planks. Before the Everett Land Company lots went on sale, William Swalwell jumped the gun in September 1891 and began selling his own lots on banks of the Snohomish River. He also built a large dock for sternwheel steamer traffic. The Everett Land Company built a long wharf at 14th Street which included a sawmill at the end. They also built an immense warehouse of some 400 feet long and a grand

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Queen Anne style hotel, the Monte Cristo, in 1892. By the time the company started selling their residential and commercial property in late 1891, the building frenzy had attracted national attention (Oakley 2005).

By the spring of 1892, Everett resembled a city, albeit with stumps. There were frame homes, schools, churches, and theaters as well as 5,600 citizens, a third of them foreign born (mostly English and Scandinavian). Everett boasted its streetcar service, electricity, streetlights, and telephones. The promise of riches in mines in the Cascades spurred the building of the Everett-Monte Cristo railroad from the mountains to a smelter on the peninsula in the city (Oakley 2005).

In April of 1893, Everett incorporated but financial trouble soon followed. In May, the Silver Panic caused a national depression that had deep effects on Everett. Factories closed down, banks failed, and wages dropped 60 percent. The railroads either faltered or failed and the population started to decline. By 1895, Rockefeller started to withdraw his investments. Hewitt was dismissed from the Everett Land Company and Colby took over. The lack of return on fees nearly bankrupted the city government (Oakley 2005).

The city began to recover in 1899 after Rockefeller's Everett Land Company transferred its holdings to railroad magnate James J. Hill, who saw benefits for his Great Northern Railroad. He sent 42-year-old John T. McChesney to oversee improving the local utilities, including water, electric light, power, and trolley lines. McChesney also organized the American National Bank and served as president until it was consolidated with the First National Bank. Industrial growth improved and work continued on dredging the river and the bay. Frederick Weyerhaeuser, a neighbor of Hill in St. Paul, MN, came to Everett and founded the Weyerhaeuser Timber Company. He built the world's largest lumber mill which produced 70 million feet of lumber by 1912 (Oakley 2005).

By 1903, the town was booming again. Everett boasted 10 sawmills, 12 shingle mills, a paper mill, flouring mill, foundries and machine shops, planing mills, a smelter, an arsenic plant, a refinery, "creosoting" works, a brewer, a sash and door plant, an ice and cold storage plant, and a creamery. Industry employed more than 2,835 men. Times were good (Oakley 2005).

In 1907, Everett passed a First Class city charter and soon became a booming city. The San Francisco earthquake and fire brought huge orders for Northwest lumber. By 1910 the population had nearly tripled to 24,814. Referred to as the "City of Smokestacks", the city reportedly had 95 manufacturing plants. This included 11 lumber mills, 16 shingle mills and an additional 17 mills producing both (Oakley 2005).

It was under these booming conditions that the Longfellow Elementary School was built.

### **Everett and the Public School System 1887-1971**

The Everett School District began on July 15, 1887. It was initially called School District No. 24 and was created without any students. The first known record of school being taught was a ten-week course in the spring of 1889. Ms. Henrietta Frier reportedly taught ten students. A board of directors consisting of Chairman Frank Friday, Englebert Bast, W.M. Ross, and clerk John McRae was appointed that year by the county superintendent of schools. At their first known meeting in October 1891 they decided to lease land to build the first school, a 26-by 50-foot two-story wooden building located on Broadway near Wall Street. Forecasting the need for more space, a second story to the building was built by Henry Hewitt at his own expense. In December of that year, Broadway School opened with 26 students. Emma Yule was the first teacher, joined a month later by Nettie Goucher. By February of 1892 Yule was appointed principal in addition to her teaching duties. Within a year Mr. J. W. Shepherd was hired to take her job. Within months the school was full, a third teacher was hired, and a bond measure was approved to build two more schoolhouses. By the end of the school year enrollment had already surged to 157 students (O'Donnell 1992).

For the 1892-93 school year the district staff was increased to 13 teachers and enrollment grew to 619 students. The planned construction of the two brick schoolhouses was delayed by financial difficulties. A copy



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of the wooden Broadway School was built and named the "Barge Works School". Still short on space, by the end of the school year the district was renting rooms in at least six different buildings around the city. The Broadway School became a dedicated high school, and in the spring of 1893 Margaret Clark was the first student graduated. Clark was the daughter of a prominent local businessman, and reportedly eight hundred people crowded into the Hart Opera House for the commencement exercises. During the 1893-94 school year the teaching staff grew to 16, all women except the principal (O'Donnell 1992).

The 1893 National Depression struck Everett hard, and school enrollment actually declined slightly in 1894. However, by that year the two new brick schools, Monroe and Jefferson, were complete and the district no longer needed to rent space. For the next few years the city suffered economically but school enrollment gradually grew anyway, reaching 1,224 student in 1898. Emma Yule was appointed superintendent of schools in 1897 and held the job for three and a half years. To this day, she is the only woman superintendent in the history of the district. A third school, Lincoln Elementary, opened on Colby Avenue in 1899 (O'Donnell 1992).

With the sale of the Everett Land Company's holdings to James J. Hill's Everett Improvement Company in 1899, the community saw almost immediate changes. Additional mills were built, and the city prospered. School enrollment began to surge again, reaching 2,057 students in 1900. The district was forced again to rent space around the city. Despite the lack of space, the district sold Broadway School and a new temporary Everett High School was built. The increase in children prompted construction of several other temporary structures for schools. By 1902, Everett became a First-Class School District after enrolling over 10,000 students in its district (O'Donnell 1992).

Throughout its early history, the Everett School District struggled with finances as its enrollment rapidly outgrew its previous budget. Nevertheless, it continued to overcome these challenges and opened several new schools. In 1902 Jackson Grade School opened, followed by Garfield Grade School the following year. By 1905 the high school program had blossomed into a formal course of study with six main lines of work and an impressive array of activities including literary societies, debate, musical performances, drama, and athletics. That year's graduating class numbered 31. Its yearbook, "The Nesika", first appeared in 1908 (O'Donnell 1992).

During these early years of growth, a strong sense of community in Everett began to emerge individually and collectively. This cohesion was the wave of immigrants at the turn-of-the century. Most likely due to the lumber industry, a majority of immigrants were Canadian, German, and Scandinavian in origin. These groups built churches, homes, and businesses. They established fraternal organizations and labor unions that would dramatically shape the history of Everett (Dilgard et al. 1996). One of these Canadian immigrants, Robert B. McAdam, would later build the Longfellow Elementary School as the general contractor (Steinkraus 2017).

Throughout this time period, small, temporary buildings were added to school grounds as the number of students increased. In 1908 Washington Elementary School was opened (the largest grade school to date) to keep up with rising class sizes (Steinkraus 2017).

The news of 1909 was dominated by stories of school board upheaval over the firing of four grade school principals who had requested salary increases. The public backlash resulted in all five school board members being voted out or resigning along with the superintendent. However, that same year the first Parent Teacher Association (PTA) was organized with Mrs. Sawyer as president, and the impressive new high school was under construction. The new Everett High School opened in 1910 and is still in use today. It was such a source of community pride that when President William H. Taft visited Everett in October 1911, the high school was chosen as the site of his address to the city (O'Donnell 1992).

When Longfellow Elementary School was built, it was the southernmost school in the School District. Immediately following the opening of the Longfellow in 1912, the School District expanded south into Pinehurst and Beverley Park, approximately 3.2 km (2.0 miles) south of the new school. Schools throughout the district continued to be built and expanded to keep up with the growing needs of the community (O'Donnell 1992).

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Programs were expanded to include night classes for adults and classes for children with special needs. Norwegian language classes were offered by request of the local Norwegian population, and playgrounds with supervisors were open for after-school use by students. The School District has a long history of pride in its sports facilities. The first such facility, which included a partially covered 2,000-seat grandstand, was constructed at 25th Street and Rainier Avenue in 1912 on part of the old fairgrounds. This field would host a decade of football dominance by Everett High School under the leadership of legendary coach Enoch Bagshaw (O'Donnell 1992).

"Baggy's" seemingly unbeatable football team provided one of the few bright spots of the next couple of years. On November 5, 1916, labor conflict spilled over into bloodshed in a shootout where at least seven people died. This event, which would later become known as the "Everett Massacre", divided the city into hostile factions. Soon afterwards, the conflict in Europe would reach Everett as young men were sent off to war, many never to return. In local schools, German language classes were dropped. In 1918 no high school yearbook was published. Even Enoch Bagshaw was called for military service as a First Lieutenant in the 43<sup>rd</sup> Engineer Battalion. Just as peace was coming to Europe, a worldwide influenza epidemic struck. Absenteeism in Everett schools hit 37 percent at one point (O'Donnell 1992).

By 1919 life began to return to normal. Bagshaw returned and his Everett High School team defeated every opponent that came before it. His career in Everett culminated on January 1, 1921, with a 16-7 win over East Cleveland Technical School, which had traveled to Everett from Ohio for a contrived national championship. Despite offers to pay him more than the superintendent, Bagshaw left after the 1920-21 football season to become head football coach for the University of Washington (O'Donnell 1992).

The next decade brought the first woman, Elsie Mathewson, to be elected to the Everett School Board. The first local kindergarten classes were started at Monroe School. A teacher pension fund was started and the first two junior high schools, North Junior and South Junior, were built. The first school bus was used to transport students from Maple Heights to Jackson and Jefferson Schools. The board reaffirmed its stance that all teachers must be single women that would be fired if they married. More new elementary schools were built. In 1929, after years of opposition from the school board, high school dances were finally allowed (O'Donnell 1992).

The 1930s were grim years for the Everett School District as the national depression took hold. Teachers suffered year after year of salary cuts. Sick leave was suspended for all staff, some teachers were laid off, and in 1932 the district suffered its first levy defeat in many years. The community established several charity programs for needy students. By 1933 various federal programs began to stabilize school funding. In 1937 Longfellow principal Belle Marvin retired. She had been with the district since 1902, and a teacher since 1896. Despite the bad economy, enrollment slowly grew. The district spent several years pursuing federal funds for a building program, and in 1938 voters approved the matching funds. Soon afterwards, the Old Lincoln School across the street from the high school was demolished and replaced with a new auditorium and gymnasium building. This building opened in 1940 and is still in use today. In 1939 caps and gowns were adopted for the last graduation in the old armory. That same year the Silver Lake School District folded and half of it was absorbed into the Everett School District, which now extends all the way to Bothell (O'Donnell 1992).

In 1941, as America drew closer to war, fortunes finally changed for teachers with the first salary increase in a decade. The district fully implemented kindergarten at all elementary schools. The new Lincoln Elementary School only operated for two years before becoming the home of Everett Junior College. After the Japanese attacked Pearl Harbor on December 7, 1941, the impact on Everett schools was immediate and permanent. Many staff members and older students went off to war. An influx of workers arrived to support Paine Field and the Pacific Drydock & Shipbuilding Company. The sudden labor shortage forced the district to finally abandon its policy of forbidding teachers to be married. It also abandoned its policy of forcing retirement at age 65, as many retired teachers were needed to fill in. Salaries had to be substantially raised to remain

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competitive. In 1942, the district grew again as it absorbed the Lowell School District. After over 50 years of being Number 24, it became Everett School District Number 2 (O'Donnell 1992).

Families had suddenly changed. Instead of having a working father with a mother at home, it was more common for children to have a working mother and a father overseas, or two working parents. Federally financed wartime housing projects such as Baker Heights in the Delta Neighborhood of north Everett created sudden large concentrations of students. Federal funds poured in for nursery schools, training programs, and temporary schools. As a patriotic fervor took the nation, school children learned a new pledge of allegiance with the hand over the heart. During the war years the Everett Junior College student body consisted almost entirely of women, with just an ROTC program for men. When the war ended in 1945, the country and the Everett School District were forever changed (O'Donnell 1992).

District enrollment grew from 5,990 in 1941 to 6,876 in 1945, and its budget had nearly doubled. The next 20 years were spent catching up on construction projects, a phenomenon amplified by the rise of suburbs in the prosperous years after the war. Completed in 1947, the first of these postwar projects was an athletic complex just south of Longfellow School called Everett Memorial Stadium. This sports facility is still in use today (O'Donnell 1992).

Social and demographic change also came to the district after the war. The wartime paucity of men in district staff did not change until the late 1940s and early 1950s. Returning GIs completed college and rejoined the workforce. The school board agreed to pay married teachers the same as single ones, and to pay all teachers on the same scale regardless of where they taught. Some practices were still regressive by today's standards. Boxing was still an official school sport. The school patrol and annual elementary field day were still closed to girls. The school board considered controversial policies such as sex education and the idea of keeping disabled children in the regular classroom as much as possible. Meanwhile, new schools continued to be built and some students were double shifted as the district struggled to keep up with growth. Within a few years after the war, Madison, Jackson, Whittier, Lowell, Hawthorne, View Ridge, and Emerson Elementary schools were all built. The old 1902 Jackson School, which had served as a time as the South Junior High Annex, was finally closed and later demolished. The site is now a playground (O'Donnell 1992).

After a new school bond passed in 1955, gymnasiums were added to several schools including Longfellow. The Everett School District once again annexed a piece of another district when North Creek School District No. 101 dissolved in 1957. The launch of the Russian Sputnik satellite that same year prompted a nationwide reexamination of school curriculum. The Russians had beat us in the very fields that America had felt superior in, and there was a growing sense that math and science needed more attention. Before the end of the decade, the district completed its two biggest projects to date. The new Everett Junior College campus was opened in north Everett just south of Legion Park, and the new Evergreen Junior High was completed. With dwindling enrollment in downtown Everett, the old Jefferson School was closed in 1959. It was used as district offices for a short time until it was demolished in 1964 to make way for the new post office (O'Donnell 1992).

As the 1960s began, the Everett School District was focused on planning for a second high school. Cascade High School opened its doors to much fanfare in 1961. After the Russians beat the US in another space milestone, the launching of a man into space, the federal government sent an infusion of money into training of math and science teachers. While approving of this progress, the Everett School Board joined the National School Board Association in opposing the concept of federal funding for public education. Yet another bond was passed in 1963 to allow for another round of construction. However, the assassination of President Kennedy later that year marked the first in a series of tumultuous nationwide events that would affect the district in a very tangible way (O'Donnell 1992).

With the Jefferson Elementary building now sold to the federal government, new district offices were constructed at 48<sup>th</sup> Street and Colby Avenue in 1964, at the present site of the new YMCA. The district started experimenting with using public television in educational curriculum. In 1965 the 72-year old Monroe School was seriously damaged in an earthquake which forced its demolition. That same year, Interstate 5 opened

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through Everett, triggering the commuter lifestyle in the region. When Boeing announced it would build the giant new 747 plant at Paine Field, it was good news for the local economy but made the Mukilteo School District, not Everett, the wealthiest in the state. This precluded any chance of a merger (O'Donnell 1992).

Predicting population growth, the Everett School District sought and won another bond in 1967 to build more schools. That same year it acquired the recently-vacated Our Savior's Lutheran Church adjacent to Everett High School and converted it to a campus theatre. The district also began to switch to a new concept with K-5<sup>th</sup> Grade in elementary schools, 6<sup>th</sup>-8<sup>th</sup> grade in "middle schools", and 9<sup>th</sup>-12<sup>th</sup> grade in high schools (O'Donnell 1992).

By 1968, the nationwide social polarization caused by the Vietnam War, the civil rights movement, student protests, and the killings of Martin Luther King and Robert Kennedy was visibly affecting Everett schools. High school students were emboldened to challenge authority, dress codes, and standards of behavior like never before. The distribution of an underground Everett High School newsletter called *Point Blank* became the subject of fiery exchange between school administration and the American Civil Liberties Union. Schools became a primary arena where American institutions were challenged (O'Donnell 1992).

In the last few years of the 1960s the district failed several bond and levy attempts, and federal funds were dwindling. The reduction in funding caused tension between district administration and the teacher's union that was resolved only after intervention by the State Superintendent of Public Instruction. Mukilteo, which had previously sent its high school students to Cascade, opened its own high school called Mariner. In yet another loss of a historic Everett school, when the new Garfield Elementary School opened next to the old one in 1969 the original 1903 school was demolished. Plans were being made to convert junior colleges like Everett's into state-run institutions (O'Donnell 1992).

When the decade ended and the new one began, Everett Schools had an enrollment of 14,383 students, with 41 buses transporting 4,065 students each day. Long standing policies such as excluding pregnant girls from high school, were being questioned. New, more relaxed dress codes were being introduced. The district started adopting the nation's growing environmental conscience by eliminating school incinerators and conducting its first "Environmental Decency Day" (a predecessor to Earth Day). The school board demonstrated a commitment to human rights by signing a petition for humane treatment for prisoners of war (O'Donnell 1992).

In the fall of 1970, Everett School District enrollment suddenly dropped by more than 1,000 students, reversing 30 years of growth. The economy was poor and Boeing's Supersonic Transport program had been cancelled. Regional Boeing employment dropped from 95,000 in 1968 to less than 40,000 in 1971. The forest products industry was in decline, the population of North Everett was aging, and Mariner High had recently opened. All these factors forced the Everett School Board to make hard financial decisions, and one of them was to close Longfellow Elementary School at the end of the 1970-71 school year. However, the building was subsequently converted to administrative use until 2013 (O'Donnell 1992).

Throughout Everett's history, many beautiful schools have been constructed. The Old Everett High School (built in 1901), Old Jackson School (built in 1902), and Old Garfield School (built in 1903) all had classical revival designs similar to those seen in the Longfellow School building. All have been demolished. Only four examples of Everett's early school system are still in existence. These include Washington School (1717 Rockefeller Avenue), built of brick in 1908 and turned into a retirement home in 1988; Everett High School (2416 Colby Avenue) built in 1910 and renovated in the 1990s; Smelter School (906 E. Marine View Drive), a wood building constructed in 1892 that is now part of an apartment building; and the Longfellow Building (O'Donnell 1992).

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## **Longfellow School History**

In 1911 the district broke from tradition and named its next grade school for someone other than a president. The planned new school was officially named “Longfellow” after the famous poet Henry Wadsworth Longfellow (Everett Daily Herald, July 4, 1911). It was the southernmost school in the district at the time.

Canadian-American Robert Bruce McAdam was granted the contract to build the yet-unnamed new elementary school with a low bid of \$37,993 (O'Donnell 1992). He was one of the more prominent builders in Everett at the time (Graphiq 2016). Born on Prince Edward Island on March 31, 1871, McAdam immigrated to the United States via Maine in 1892 at the age of 20. Trained under the apprenticeship of his father, the young McAdam had entered the building trades at a young age. After working in carpentry in Newport Rhode Island, he arrived in Everett around 1901, most likely coming at the encouragement of his brother Allen, who was Vice President of Robinson Manufacturing Company. By then he was a naturalized citizen. After starting out as an excavating contractor, McAdam became a general contractor (Michael Houser, personal communication 2020). The city was booming at the time and while it just had four architects in the city, Polk directories list 45 general contractors in the community in 1903. Other Longfellow contractors included plumber A.P. Bassett of Everett, and Adams & Moffat of Seattle who installed the heating system. The reinforced steel system was furnished by the Trussed Steel Concrete Company of Detroit, MI (Everett Daily Herald, December 30, 1911).

At the beginning of the 1911-12 school year 3,808 students were enrolled in the district, including 349 at Longfellow (Everett Daily Herald, September 12, 1911). However, the new school was not quite ready to be occupied and its formal opening was delayed by several weeks. Longfellow's steel and concrete construction promised to be an innovative new fire-resistant technology. It was only the second school of this type to be built in Washington State (Everett Daily Herald, December 30, 1911), and immediately proved its value. During construction on November 13, 1911 a fire broke out in the new building's sub-basement boiler room. When firefighters arrived, they found heavy smoke and heard the roar of flames. It “looked bad” as firemen fought their way into the basement where the concrete ceiling was red hot. However, except for burning the window casings and damaging the furnace and plumbing, the structure was unhurt. The fire, caused by heaps of basement refuse left about while running the new furnace, caused only \$500 damage to fittings (Everett Daily Herald November 13, 1911).

In spite of the fire, McAdam promised to deliver Longfellow by the end of the year. On December 30th, 1911 the Everett Daily Herald proudly reported that the school board had accepted the school from the builder. Students would arrive after the Christmas break in January of 1912. When it first opened, the basement was unoccupied and left for future expansion. The final cost of the school was \$47,000 (Everett Daily Herald, December 30, 1911).

After 60 school years and many thousands of students educated, Longfellow Elementary School was closed at the end of the 1970-71 school year in response to declining enrollment. However, it was converted to a district administration building and used as such until 2013, when the nearby Everett School District Community Resource Center was opened. Since then, it has been used for storage and occasional training by city police and fire departments.

## **Longfellow School Architect - Wesley W. Hastings (1881-1939)**

The school district hired local architect W. W. Hastings to design Longfellow Elementary School. At the time he was a skilled architect who had been in the city for less than a year. Prior to his arrival he was reportedly one of the busiest architects in San Jose, California. While he had early success in his career, he moved often over the course of his practice. He never settled into any location long enough to establish his practice. However, Hastings spent the last part of his career in Everett, his final resting place (Bowman 2015, Van Laan & Houser 2017).

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Born in Canada on July 27, 1881, Wesley W. Hastings was the oldest of six children of builder Alfred W. Hastings and his wife Myra. The Hastings family came to San Jose, California, in 1889, where Alfred quickly found work. Wesley trained as an architect at the University of California so he would be able to join his father in his business. At the age of twenty-two, he worked as a draftsman at the architectural firm of Wolfe & McKenzie, the best residential architects in San Jose at that time, and one for whom Alfred had acted as contractor on several projects (Van Laan & Houser 2017).

With a degree and practical experience at hand, in 1904 Wesley and his father went into business as A. W. Hastings & Son. The firm positioned itself as a one-stop shop where a customer could get a turn-key home designed and built for less money than their competitors. Wesley was the in-house architect. Reportedly during the first six months they were in business, the firm constructed thirty-six buildings, nearly all of them designed by Wesley. Newspaper accounts note that Alfred was one of San Jose's most prominent builders and his son, Wesley, had designed some of the prettiest homes in the city and surrounding communities (Van Laan & Houser 2017).

Wesley W. Hastings was a prolific architect with talents that appealed to a broad range of customers. His clients included wealthy and influential clients such as garage owner Clarence Letcher and furniture magnate Ernest Lion. Reportedly from 1904 to 1910, Hastings designed more than 120 buildings in San Jose and its surrounding areas, many of them in San Jose's premier residential neighborhood, Naglee Park. Known projects include the F.M. Dittus House (1904); the F.W. Stanley House (1904); the Clarence Letcher House (1904); the L.J. Bohlman House (1904); the Kate Howes House (13th St, 1905); the George Rutan House (1907); and the Ernest & Clara Lion House (1910), all in San Jose (Van Laan & Houser 2017).

The partnership with his father lasted until 1909, after which Wesley formed a new company with real estate developer Berdine C. Baker. The firm of Hastings & Baker lasted less than two years. To date no projects by the team have been confirmed (Van Laan & Houser 2017).

On March 9, 1909, Wesley (then age 27) married Marie "Mary" McCarthy in San Francisco. Together they had one son (Edwin Warren, 1913-1972). For reasons unknown, the family decided to move to Everett in 1911. The city had tripled its population in the previous three years and the prospect for work was high (Van Laan & Houser 2017).

Upon his arrival Hastings opened an office in the Commerce Building, the largest and most prestigious building in town at the time. The Longfellow School was likely one of the first buildings he designed. Known designs are limited to a handful of buildings, including the IOOF Lodge (1911); the W.J. Britt House (625 33rd St, 1911); the Longfellow School (Everett, 1912); a one-story concrete school (Seattle, 1915); a concrete school (Warden, 1915); and a 2-story concrete school (Everett, 1915) (Van Laan & Houser 2017).

Increasingly Hastings had competition in town, with five architects in the city by 1913. In December of 1917 he decided to move to Tacoma. Around 1916, he and his wife Mary had separated, so perhaps he was seeking a change. She moved back to Saratoga with their son to live with her mother and stepfather. Based on an advertisement from the Carey Roofing Company, the only known project during this phase of his career was some type of commercial structure in the small town of Elma (Van Laan & Houser 2017).

Hastings' WWI draft registration card, dated September 12, 1918, indicates that he moved again, this time to Seattle. Reportedly he was working as a draftsman for the Seattle Building Company. In 1920, he returned to San Jose, perhaps in an effort to spend time with his son and make amends with his wife. However, sometime between 1920 and 1930 they officially divorced (Van Laan & Houser 2017).

While in San Jose during this third phase of his career, he designed several modest residences in San Jose, among them a home for his ex-wife Mary, her parents and his son. But he was unable to attain the success he had enjoyed in the community ten years earlier. For a short time, he worked as an architect for the firm of Wallace & Bush in San Jose, then formed a partnership with his younger brother, T. Charles. Called the

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Hastings Bros., the firm acted much like the design/build firm of his previous years with his father (Van Laan & Houser 2017).

By 1926 Wesley had moved on again, this time to Pacific Grove in Monterey County. He formed a short-lived practice with architect Leslie Skow. While there reportedly he worked steadily on more than thirty projects between 1927 and 1931, including residences and commercial buildings. However, known projects are limited and include a hotel in Salinas (1930) and a home for Lucie Chase, one of Pacific Grove's most important residents. In 1931, Hastings partnered for a time with a notable Watsonville architect, A.W. Story, with whom he worked on at least ten buildings. This work included a pair of striking tile-roofed Spanish Revival houses for brothers Salvador and Sylvester Enea in Pacific Grove. Other specific projects are undocumented (Van Laan & Houser 2017).

Research has left a gap in the record of Hastings' life from 1932 to 1937. Polk Directories indicate he no longer worked with A.W. Story, and it is unknown where he lived during this time period. By 1937, Hastings had moved back to Everett, where his mother and two of his siblings still lived. He reopened an office downtown, but it is unknown if he had any work. Two years later, he died, only fifty-eight years old, at the hospital in Everett, on October 10, 1939. A small obituary in the San Jose newspaper acknowledged his role in helping to create the San Jose cityscape, but the local Everett paper did not mention his legacy. He was buried at the Evergreen Cemetery in Everett (Bowman 2015, Van Laan & Houser 2017).

While his career spanned many communities, the Longfellow School in Everett, represents an important work at the height of Hastings' career. Its design is unique among his other known projects in terms of style and size.

### **Longfellow Annex Architect - Harry E. Botesch (1917-2001) & F. Edward Brown**

Growth in enrollment and changing educational needs led to remodeling the school and an expansion in the form of an annex in 1956-57. The district hired local architect Harry E. Botesch, whom at the time had recently opened an independent practice after working for several years with local architect William Arvid Johnson.

Originally from Lima, Ohio, Harry Edward Botesch grew up in Detroit, Michigan. He received his formal education at the University of Michigan and took classes at Cranbrook Academy of Art under the tutelage of Eliel Saarinen.

Reportedly Botesch moved to Everett in 1946 to work for architect William A. Johnson. A specialist in school construction, his firm had a variety of educational projects all across the Puget Sound region. Boetsch was an important player in the designs. By 1952, after Harold Hall left the firm, Botesch became a partner and the firm was renamed Johnson & Boetsch. Educational projects under their joint name include Silvernail School (1953, Lynnwood), Martha Lake School (1953, Mountlake Terrace), Sitka School (1953, Sitka, Alaska), Ocosta Grade and High School (1954, Ocosta), North Thurston High School (1954, Lacey), Napavine Elementary School Addition (1954, Napavine), Raymond High School Gymnasium (1955, Raymond), and Rochester High School (1955, Rochester).

For reasons unknown in 1955, Botesch left Johnson to form a new firm with F. Edward Brown, another Johnson associate. Botesch & Brown also took on many school projects including Emerson School (1958, Everett), Cathcart Elementary School (1960, Snohomish), and the Annex at Longfellow (1957, Everett).

By 1960, Botesch was operating on his own. He continued his work on educational projects such as Cascade High School Gymnasium (1961, Everett), and Eatonville High School Gymnasium & Pool (1962, Eatonville). He also diversified into other projects including a renovation and addition program for Providence Hospital (1962-72, Everett), the convent building at St. Mary Magdalen Parish & School (1963), the Monroe Library (1966, Monroe), and addition to the Snohomish Library (1966, Snohomish), St. Joseph's Church (1967, Ferndale), and Immaculate Conception Church (1967, Everett).

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With his increased level of work, Botesch took on a new partner, Leonard G. Nash, in 1968. The firm was renamed Botesch, Nash, & Associates, which continued with that name until c.1985 when longtime Associate Andrew M. Hall was promoted as a third partner. Botesch retired in 1984, but his firm still carries his name: Botesch, Nash & Hall.

Botesch was very active in the local community with memberships in the Kiwanis, Shriners, Elks and Scottish Rite. Professionally he was heavily involved with the Society of American Registered Architects and the American Institute of Architects.

Botesch passed away in Everett on April 30, 2001, and is buried at Cypress Lawn Memorial Park in Everett.



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## **Notable Longfellow Students**

### **SENATOR HENRY M. "SCOOP" JACKSON (1912-1983):**

Notable Longfellow students include Senator Henry M. "Scoop" Jackson, who attended during the early 1920s. Jackson became one of the most influential statesmen in the history of Washington State, but spent much of his life living in the neighborhood near Longfellow (Oldham 2015; U.S. Congress 2016). Jackson was incredibly popular with Washingtonians. He never lost a race in Washington State, often winning by record margins (Oldham 2015). Senator Jackson was a leading candidate for John F. Kennedy's running mate in 1960. He ran for president twice; once in 1972 and once in 1976 (Shribman 1983 and Oldham 2015). Senator Jackson also managed the bills that created the states of Alaska and Hawaii (Oldham 2015). He was a major supporter of environmental conservation, using his political abilities to guide landmark environmental legislation that expanded national parks and wilderness areas throughout the country, including the creation of Redwood National Park in California and North Cascades National Park in Washington. Jackson also sponsored a law that converted surplus military bases into parks. Jackson's more notable accomplishments include passage of the National Environmental Policy Act (NEPA) in 1969, which would become the National Historic Preservation Act (NHPA) of 1966 (Oldham 2015), and the creation of Naval Station Everett.

### **STAN BORESON (1925-2017):**

Another notable Longfellow alum was entertainer Stan Boreson. He was an internationally known entertainer and Pacific Northwest icon. He specialized in Scandinavian humor and humorous Scandinavian-themed songs, which he accompanied with his accordion. He was well known for his 16 albums, regular performances on Seattle's first television station (which evolved into his 1950s Seattle children's television show "King's Klubhouse"), a radio presence on "A Prairie Home Companion," and live performances all over the world. Stan Boreson once performed by direct request for King Olav of Norway and was later awarded with the St. Olav Medal of Honor (an honor just below knighthood) by King Harald V of Norway (Blecha 2008; Boreson 1997).

### **CAROL KAYE (1935 - ):**

Electric bass virtuoso Carol Kaye also attended Longfellow Elementary in her early childhood before WWII took her family to Southern California for shipyard work. Both her parents were skilled musicians, and Kaye learned to play the guitar at an early age. In 1957, she was discovered while playing with be-bop jazz artists around Los Angeles, and soon became the only woman in an elite group of Hollywood studio musicians known as the "Wrecking Crew". In 1963 she took up the electric bass, the instrument that would solidify her career as one of the most sought-after musicians in the industry. Her work can be heard on countless hit songs, movie and television show themes, and in commercials of the era. She would go on to work some 10,000 recording sessions before starting a new career as a music instructor in the 1970s (Blecha 2019).

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**Previous documentation on file (NPS):**

☐ preliminary determination of individual listing (36 CFR 67 has been requested)  
☐ previously listed in the National Register  
☐ previously determined eligible by the National Register  
☐ designated a National Historic Landmark  
☐ recorded by Historic American Buildings Survey # \_\_\_\_\_  
☐ recorded by Historic American Engineering Record # \_\_\_\_\_  
☐ recorded by Historic American Landscape Survey # \_\_\_\_\_

**Primary location of additional data:**

☒ State Historic Preservation Office  
☐ Other State agency  
☐ Federal agency  
☐ Local government  
☐ University  
☒ Other

Name of repository: Everett Public Library

Historic Resources Survey Number (if assigned):

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## 10. Geographical Data

**Acreage of Property** 2.35 acres

(Do not include previously listed resource acreage.)

**UTM References**      NAD 1927 or      NAD 1983

(Place additional UTM references on a continuation sheet.)

1                 
Zone Easting Northing

3                 
Zone Easting Northing

2                 
Zone Easting Northing

4                 
Zone Easting Northing

### Or Latitude/Longitude Coordinates

(enter coordinates to 6 decimal places)

1 47.968568° -122.203902°  
Latitude Longitude

3 47.967489° -122.202679°  
Latitude Longitude

2 47.968602° -122.202732°  
Latitude Longitude

4 47.967675° -122.203882°  
Latitude Longitude

### Verbal Boundary Description (Describe the boundaries of the property.)

The property is located in Section 29, Township 29 North, Range 5 East, Willamette Meridian (WM), on Tax Parcel No. 29052900300100 in the City of Everett, Snohomish County, Washington.

### Boundary Justification (Explain why the boundaries were selected.)

The nominated property encompasses the entire urban tax lot that roughly corresponds to the historical boundaries of the school property.

## 11. Form Prepared By

name/title Patrick Hall (Edited by DAHP Staff)

organization Historic Everett date Jan 2021

street & number 1321 Lombard Ave. telephone (425) 870-5598

city or town Everett state WA zip code 98201

e-mail [phall@uw.edu](mailto:phall@uw.edu)

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### Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** (7.5 or 15 minute series) indicating the property's location.  
A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)



### Longfellow School

Google Earth Map

1	<u>47.968568°</u> Latitude	<u>-122.203902°</u> Longitude	3	<u>47.967489°</u> Latitude	<u>-122.202679°</u> Longitude
2	<u>47.968602°</u> Latitude	<u>-122.202732°</u> Longitude	4	<u>47.967675°</u> Latitude	<u>-122.203882°</u> Longitude

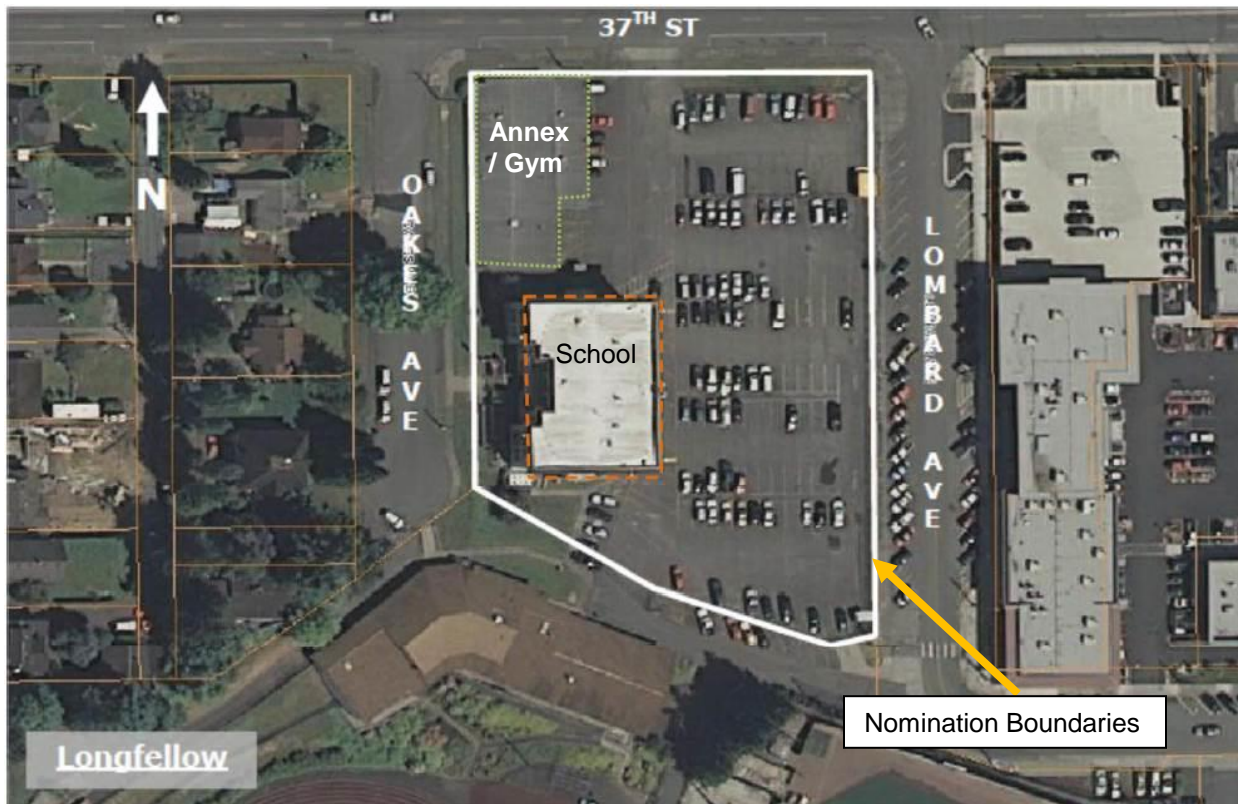


LONGFELLOW ELEMENTARY SCHOOL

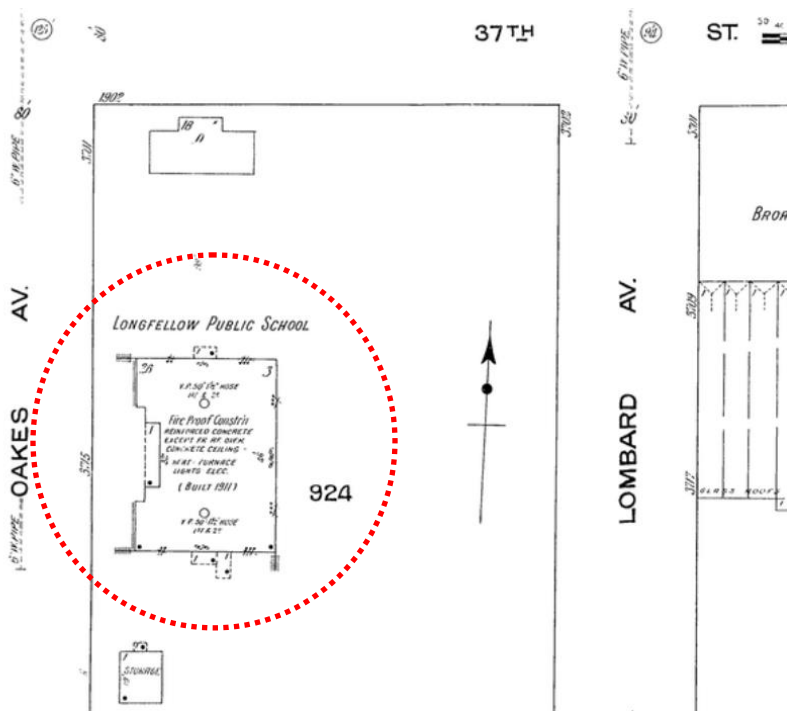
Name of Property

SNOHOMISH CO., WA

County and State



Map showing the subject property (white boundary line), the Longfellow Building (orange dashed line), and the Annex (green dotted line).



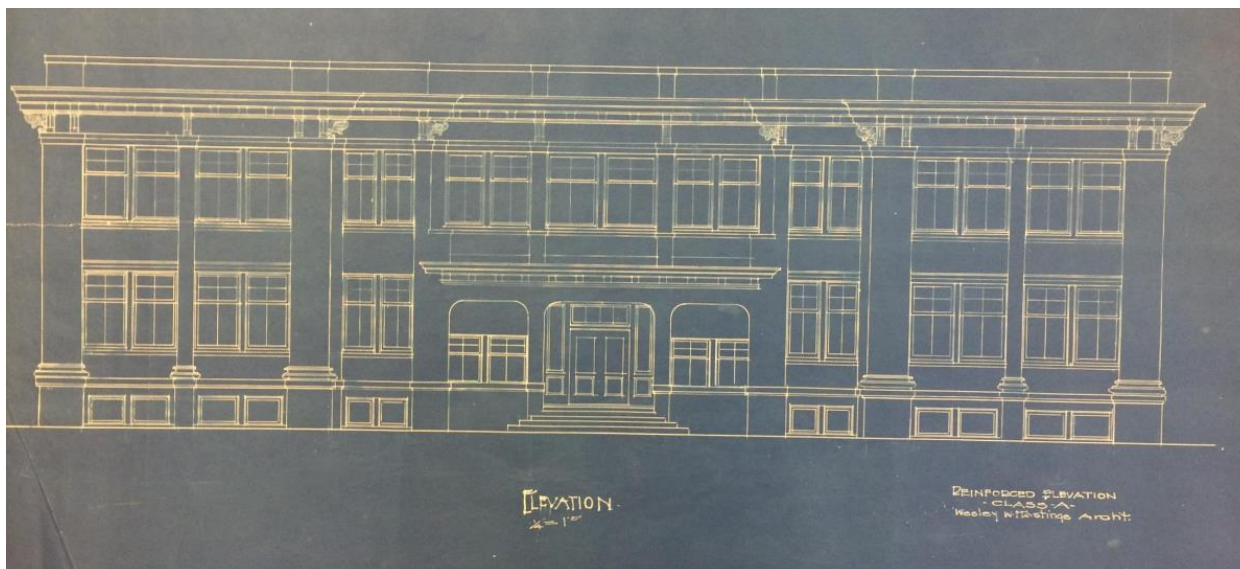
Sanborn Fire Insurance Map, 1914, Sheet No. 81

LONGFELLOW ELEMENTARY SCHOOL

Name of Property

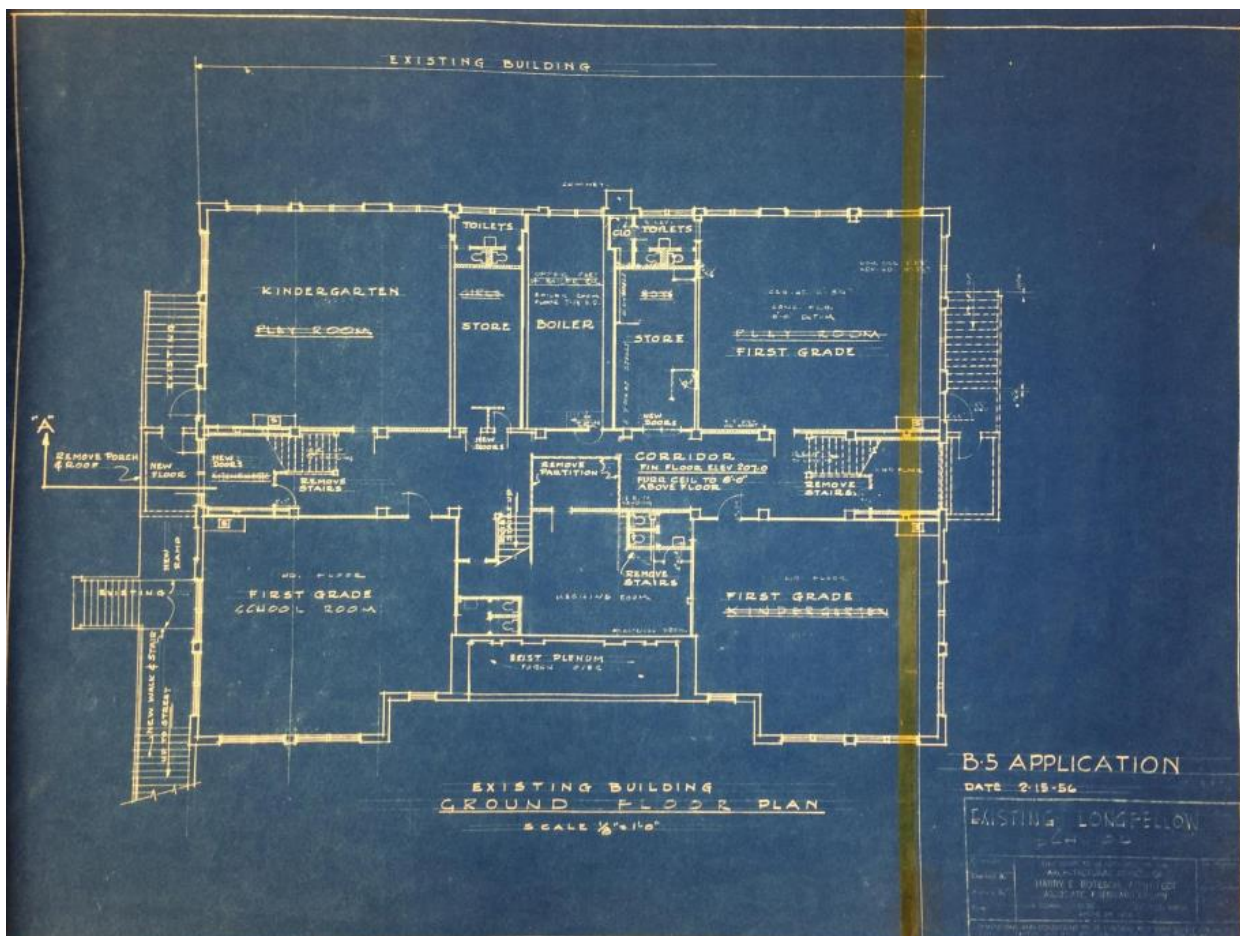
SNOHOMISH CO., WA

County and State



**Longfellow School**

Main / West Elevation – drawn by Wesley W. Hastings, 1911



**Longfellow School**

Ground / Basement Floor Plan – drawn by Harry E Botesch, Feb 15, 1956



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County and State

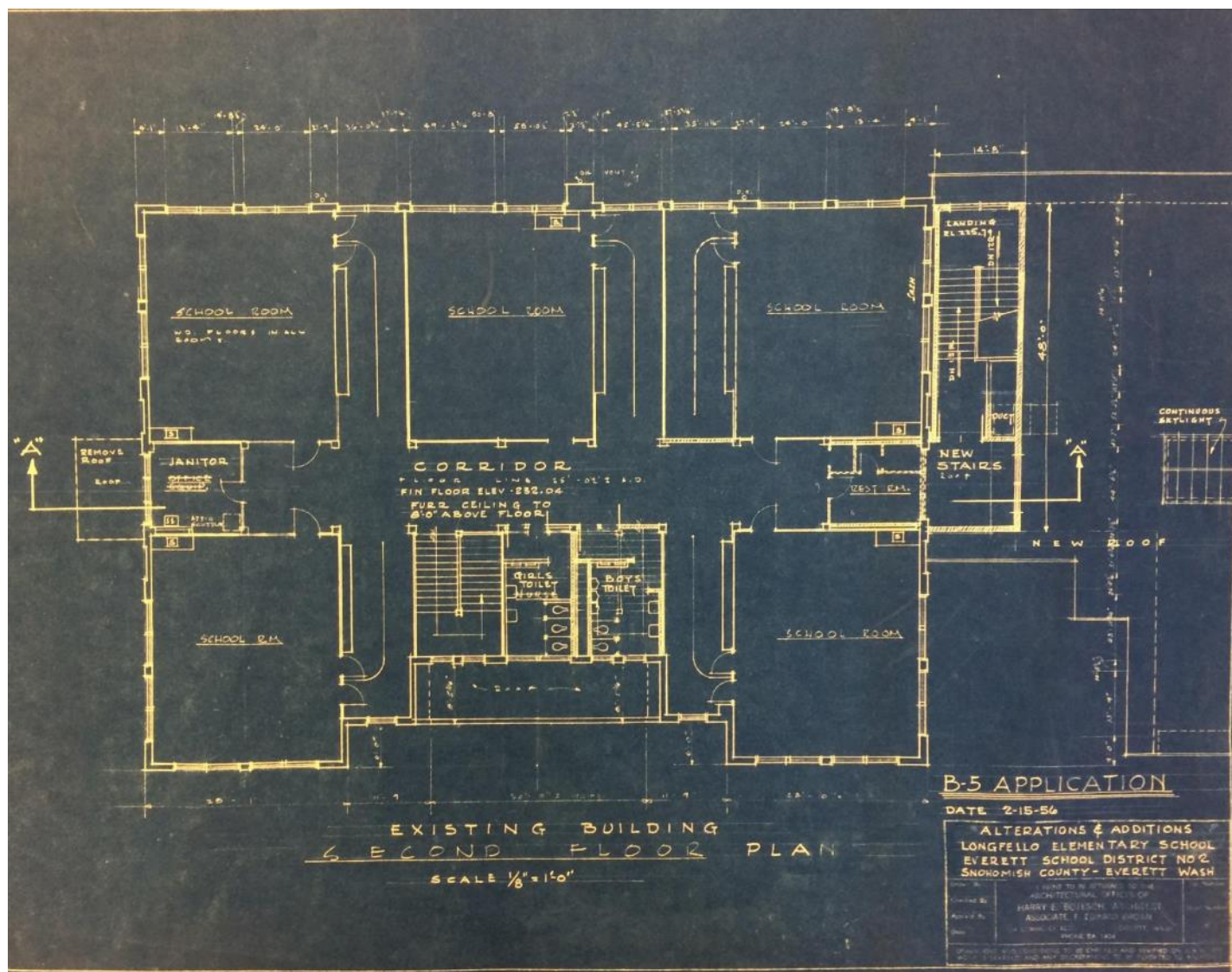


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Name of Property

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**Longfellow School**

2nd Floor Plan – drawn by Harry E Botesch, Feb 15, 1956

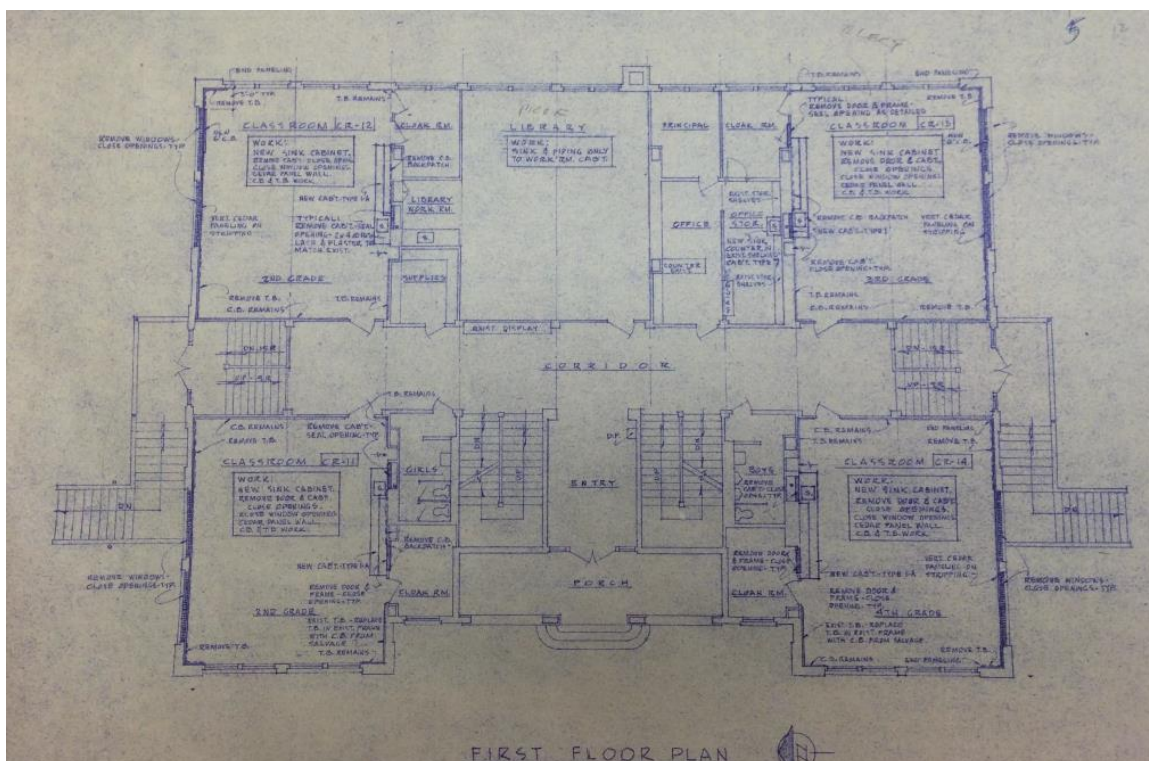


**LONGFELLOW ELEMENTARY SCHOOL**

Name of Property

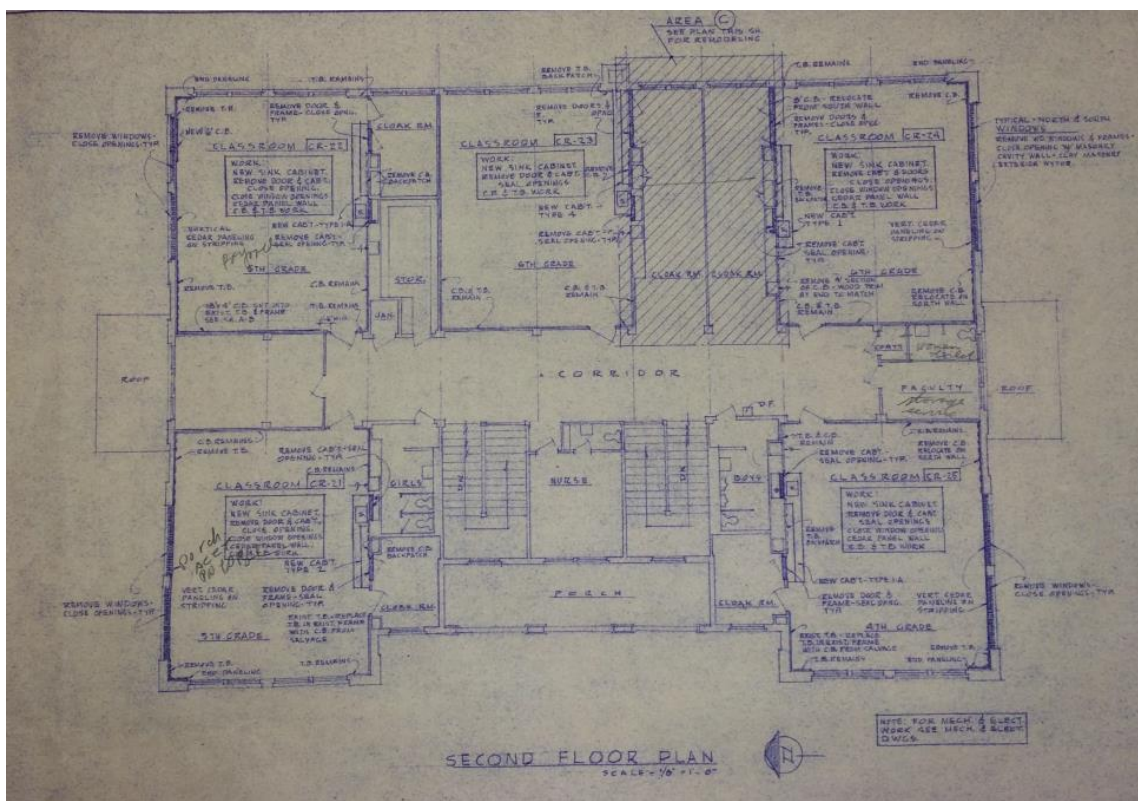
**SNOHOMISH CO., WA**

County and State



**Longfellow School**

1<sup>st</sup> Floor Plan proposed upgrades and alterations – drawn by Harry E Botesch, Feb 15, 1956



**Longfellow School**

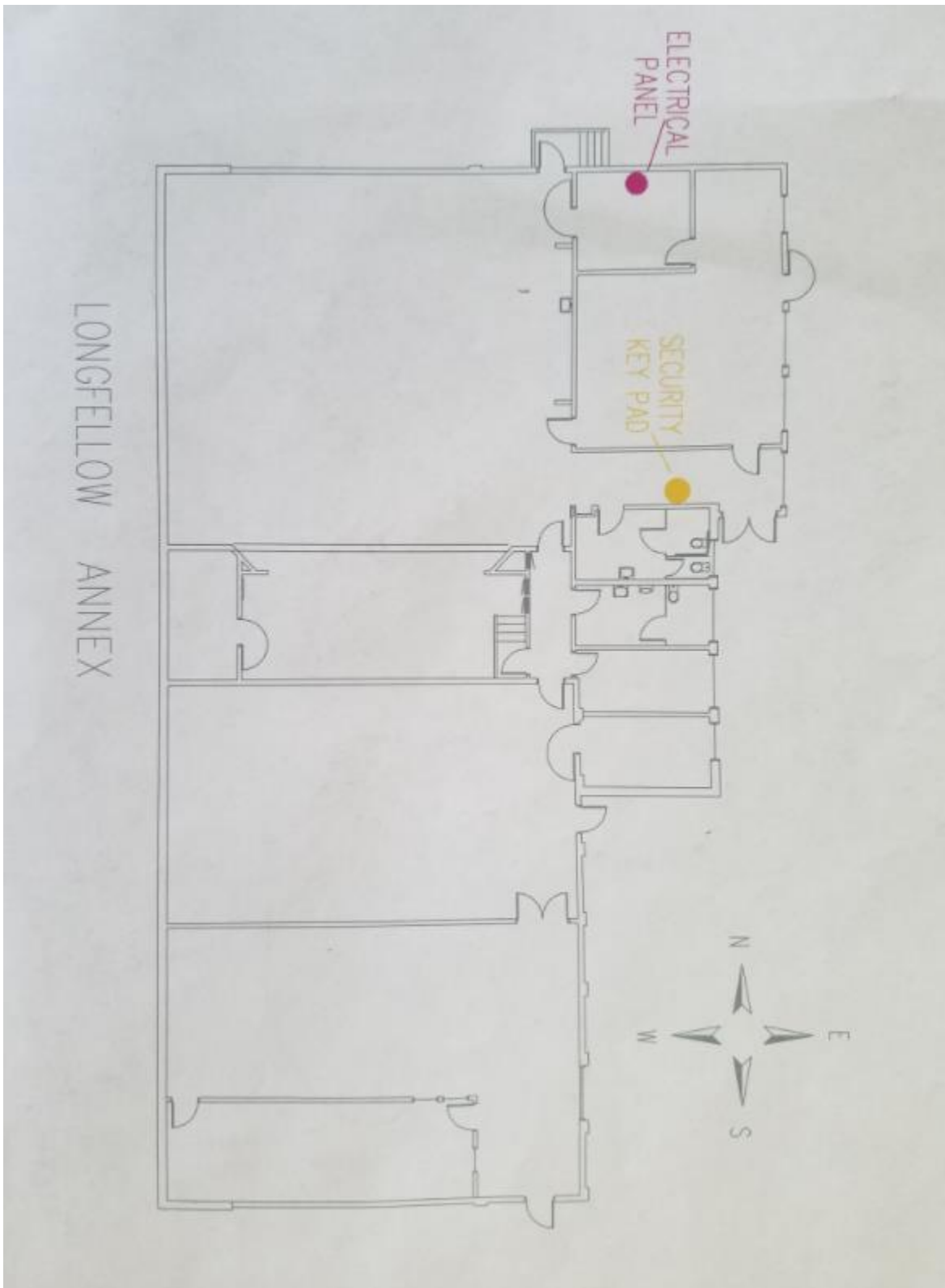
2<sup>nd</sup> Floor Plan proposed upgrades and alterations – drawn by Harry E Botesch, Feb 15, 1956

LONGFELLOW ELEMENTARY SCHOOL

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**Longfellow School Annex**  
Current plan



LONGFELLOW ELEMENTARY SCHOOL

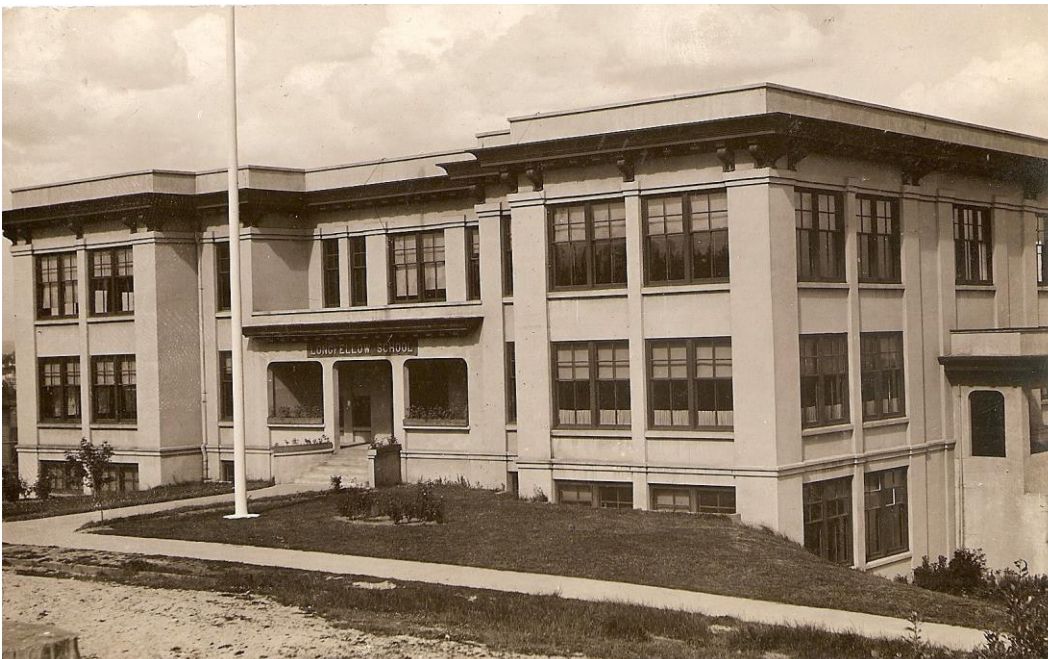
Name of Property

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Early photo of the Longfellow Elementary School perhaps before school opened (note smoke from chimney in the rear of the building from the coal-burning furnace), c.1911 (Jack O'Donnell 1992).



Longfellow Elementary School just after opening, c.1912. Note complete landscaping and flagpole. (Jack O'Donnell Collection)

LONGFELLOW ELEMENTARY SCHOOL

Name of Property

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Longfellow School facing southeast. Note mature landscaping, windows on the north wall and the scrolled brackets (now removed) on the cornice. c.1915

LONGFELLOW ELEMENTARY SCHOOL

Name of Property

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**Photographs:**

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

**Name of Property:** Longfellow Elementary School

**City or Vicinity:** Everett

**County:** Snohomish

**State:** WA

**Photographer:**

**Date Photographed:**

**Description of Photograph(s) and number:**





LONGFELLOW ELEMENTARY SCHOOL

Name of Property

SNOHOMISH CO., WA

County and State





LONGFELLOW ELEMENTARY SCHOOL

Name of Property

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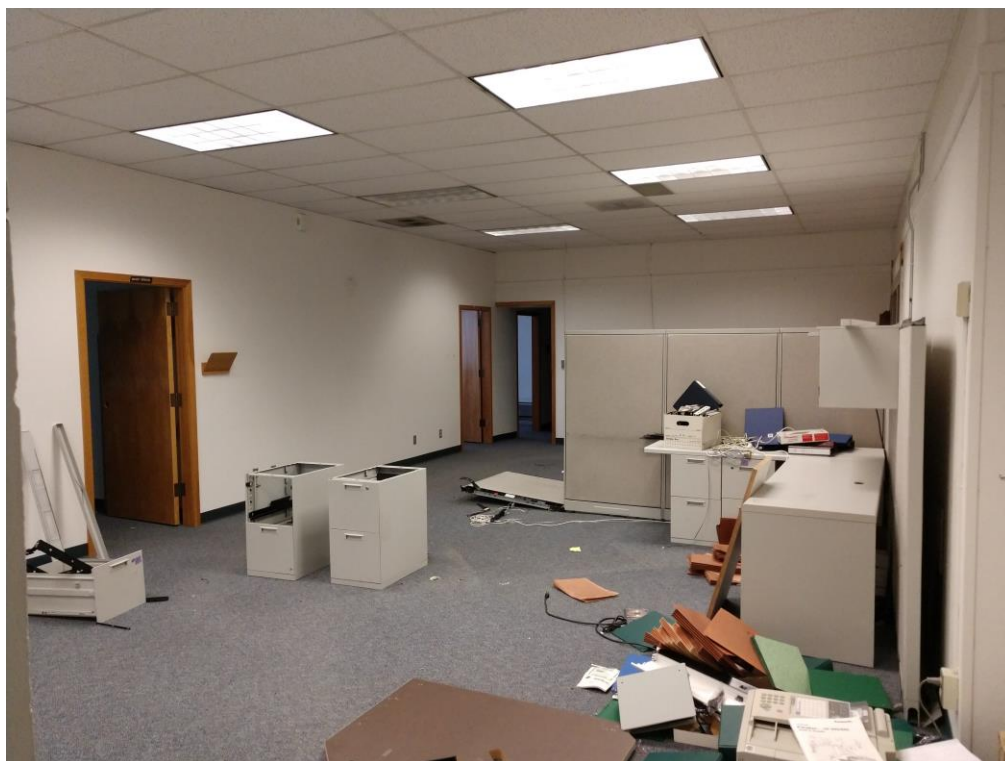


LONGFELLOW ELEMENTARY SCHOOL

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County and State



LONGFELLOW ELEMENTARY SCHOOL

Name of Property

SNOHOMISH CO., WA

County and State



**Property Owner:** (Complete this item at the request of the SHPO or FPO.)

name Everett School District CO: Superintendent Dr. Ian B. Saltzman  
street & number 3900 Broadway telephone (425) 385-4000  
city or town Everett state WA zip code 98201

**Paperwork Reduction Act Statement:** This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.